DILLON HIGH 1730 Highway 301 North Dillon, SC 29536 9-12 High School GRADES 1,016 Students ENROLLMENT Dr. Julie Von Frank 843-774-1230 PRINCIPAL SUPERINTENDENT D. Ray Rogers 843-774-1200 BOARD CHAIR Fitzgerald Lytch 843-774-5454 THE STATE OF SOUTH CAROLINA 2003 ANNUAL SCHOOL REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of High Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: N/A SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

Dillon High 1702005

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003 2004	Below Average	Below Average	N/A

	Our School High Schools with Students Like Ours					
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	49.8	56.5	56.0	56.3	54.6	53.3
Passed 2 subtests	20.5	22.7	20.7	19.5	22.4	21.7
Passed 1 subtest	17.1	12.1	15.1	14.7	13.0	13.9
Passed no subtests	12.7	8.7	8.2	9.5	9.9	10.9

PERFORMANCE BY 5	TUDENT (GROUPS				
	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
A II O(1(-	n 101	%	n 105	%	n 000	% 70.0
All Students	181	84.5	165	7.9	206	70.9
Gender	07	05.4	04	7.4	407	70.4
Male	87	85.1	81	7.4	107	70.1
Female	94	84.0	84	8.3	99	71.7
Race or Ethnic Group						
African American	109	80.7	108	0.9	139	63.3
Hispanic	1	I/S	1	I/S	1	I/S
White	68	89.7	52	21.2	62	88.7
Other	2	I/S	4	I/S	4	I/S
Disability Status						
Non-speech disabilities	1	I/S	2	I/S	15	0.0
Students without disabilities	180	84.4	163	8.0	191	76.4
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	165	7.9	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	181	84.5	165	7.9	206	70.9
Lunch Status						
Subsidized meals	119	79.8	116	0.9	151	65.6
Full-pay meals	62	93.5	49	24.5	55	85.5
n = number of students on which per	centage is calc	ulated				

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	7.9	5.1
Seniors who met the SAT requirement	7.9	5.2
Seniors who met the grade point average	31.5	39.9

^{*}Using only the SAT and grade point average requirements

Dillon High 1702005

SCHOOL PROFILE				
	OurSchool	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,016)				
Retention rate	10.2%	Down from 16.0%	10.1%	7.3%
Attendance rate	95.1%	Up from 94.2%	95.7%	95.5%
Eligible for gifted and talented	2.8%	Up from 2.5%	3.7%	5.1%
With disabilities other than speech	7.0%	Up from 6.3%	14.2%	12.2%
Older than usual for grade	13.6%	Down from 17.3%	14.4%	10.1%
Suspended or expelled	2.2%	Down from 4.2%	2.4%	2.3%
Enrolled in AP/IB programs	3.7%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate Career/technology students in co-curricular organizations	6.5%	Down from 6.9%	2.6%	2.7%
	0.0%	No change	2.0%	3.2%
Enrollment in career/technology cente courses	r 411	Up from 394	335	433
Students participating in worked-based experiences	44.8%	Down from 75.9%	22.0%	26.3%
Career/technology students mastering core competencies	53.4%	Down from 56.6%	75.5%	74.9%
Career/technology completers placed	N/A	N/A	99.7%	99.5%
Teachers (n= 59)				
Teachers with advanced degrees Continuing contract teachers	37.3%	Down from 42.4%	44.1%	51.7%
	81.4%	Down from 88.1%	79.0%	81.8%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	89.6%	Up from 86.5%	82.8%	85.1%
Teacher attendance rate Average teacher salary	95.0%	Down from 95.5%	95.0%	95.8%
	\$36,660	Up 0.1%	\$38,910	\$40,303
Prof. development days/teacher	11.2 days	No change	12.2 days	10.3 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio	24.8 to 1	Up from 24.7 to 1	24.0 to 1	26.2 to 1
Prime instructional time Dollars spent per pupil*	88.5%	No change	88.6%	90.1%
	\$5,357	Up 10.3%	\$6,891	\$6,279
Percent spent on teacher salaries* Opportunities in the arts	54.6%	Down from 57.2%	55.2%	57.8%
	Good	No change	Good	Excellent
Parents attending conferences SACS accreditation	98.0%	Up from 67.2%	85.6%	87.8%
	yes	N/A	yes	yes
* Prior year audited financial data are reported.	, 50		,00	,30

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

Dillon High

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was an engaging and productive year for Dillon High School. The faculty, staff, and administration strived to meet the challenges of providing high standards for a student population consisting of more than 80 percent on free or reduced lunch and a significant percentage living below the poverty level. Improving student test scores and overall academic performance were major challenges to our staff.

Through continued funding by the state for professional development, we were able to provide a beneficial series of staff development activities aimed at improving classroom instruction and curriculum development. The english, mathematics, science, and social studies departments worked diligently toward curriculum revision and alignment to state standards. The majority of the faculty was trained in Standards in Practice to help assure that instruction was standards-driven and that students were better able to master the state instructional standards. The Data Analysis Toolkit program was made available to representative faculty members and administrators so that we could more effectively analyze the available student and school data to improve the instructional program. Other excellent professional development activities were provided for specific departments and interested teachers.

Dillon High School received an SAT Improvement Initiative grant that was used to provide in-service for teachers on improving performance on the SAT/PSAT, as well as a full-day SAT test-taking strategies session for all 10th, 11th, and 12 graders enrolled in college prep English as well as any other interested students. These sessions were very successful.

The after-school Homework Center was continued this year to provide academic assistance and homework aid for students in need. Also, students had the opportunity to receive additional help in preparation for the Exit Exam.

Dillon High School had an On-Site Teacher Specialist in English during the 2002-2003 school year, as well as a Curriculum Specialist during the second semester. These individuals provided assistance and resources for the teachers in many ways.

Of the seniors in the class of 2003, forty-six graduates met eligibility requirements for the LIFE Scholarship and seven students were eligible for Palmetto Fellows Scholarships. The STAR student for Dillon High School was also the STAR student for Dillon County.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS A. Demick Weatherford, Principal

	Teachers	Students	Parents
Number of surveys returned	64	160	16
Percent satisfied with learning environment	48.3%	53.8%	62.5%
Percent satisfied with social and physical environment	58.1%	53.8%	37.5%
Percent satisfied with home-school relations	15.9%	67.7%	50.0%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.